

Pre-Writing and Drafting Project

Name: _____

Category	Excelling	Meeting	Beginning to Meet	Needs Work
<p>Pre-writing: -concepts maps -graphic organizer -brainstorms -writing paragraph outlines</p> <p>1. The Best Book (persuasive writing) 2. Summer Solstice (explanatory writing) 3. Dear Santa (personal letter writing) 4. Willowgrove Cafeteria (opinion writing) 5. Farming Story (narrative writing)</p>	<ul style="list-style-type: none"> -completes all graphic organizers to include strong headings/paragraph topics -outlines a strong introductory topic sentence for all writing -brainstorms are in complete sentences - every paragraph plan includes three supporting details -has a strong, summary concluding sentence to close each paragraph or a conclusion plan 	<ul style="list-style-type: none"> -completes all graphic organizers for pre-writing -has an appropriate title for each pre-writing -has a brief outline planned to use a graphic organizer -has brief sentences in jot note form to organize main ideas, features or sequence or structure of paragraph -most paragraphs have strong topic sentences - have concluding sentences 	<ul style="list-style-type: none"> -some of the graphic organizers for pre-writing are completed -has a brief title for each pre-writing -outline planned is just a few words or partially complete -has jot note form to organize main ideas, features or sequence of paragraph -has a topic sentences, not very strong or descriptive -has a concluding sentence that does not summarize but ends the writing 	<ul style="list-style-type: none"> -graphic organizers are incomplete or were done only with assistance -no title for each pre-writing -there is no outline plan or is incomplete -needed help to complete jot note form to organize main ideas, features or sequence of paragraph -topic sentences are weak, or title is expected to cover both -no concluding sentence, writing just ends
<p>Rough draft one: self-edits using keys and peer edits to revise, edit, and glean writing paragraphs.</p>	<ul style="list-style-type: none"> -self edits all rough draft writing by using a dictionary to correct underlined spelling errors and a thesaurus for advanced vocabulary -has an interesting beginning that captures a reader's interest 	<ul style="list-style-type: none"> -self edits drafts to correct errors in spelling, punctuation, and capitalization errors -writing transitions supporting details in a logical sequence from one idea to the next -corrects errors from previous drafts 	<ul style="list-style-type: none"> -some drafts are completed with 5 or less errors -all 5 first rough drafts are completed and edited 	<ul style="list-style-type: none"> -did not get first rough draft writing completed for all 5 writing projects -first drafts are not self or peer-edited -some first draft writing are partially done or incomplete
<p>Rough Draft two: re-writing one or more drafts of each paragraph in rough draft notebook</p> <p>Language Conventions & Mechanics *grammar *spelling *punctuation *makes sense *capitalization *indenting</p>	<ul style="list-style-type: none"> -very neatly completes all 5 paragraph assignments (no errors) -has no errors in margins or paragraph structure/writing format -completes final draft: typing and publishing on the computer -completes whole story narrative (4 or more paragraphs) beginning, middle and end 	<ul style="list-style-type: none"> -is printed and organized neatly -all 5 writing assignments have less than 5 errors in spelling, capitalization, punctuation, and grammar usage -paragraph structures have proper indenting and the body of paragraph go to the margin -assignment structure is correct for each writing assignment (ie greeting, address and 	<ul style="list-style-type: none"> -printing is a challenge: -is not neat and difficult to read or edit -needs to be edited more closely for: <ul style="list-style-type: none"> -capital letters in mid word -spacing challenges -end punctuation -spelling mistakes -grammar mistakes -misses structure or format for some assignments (ie. greeting, address and salutations for letter writing) 	<ul style="list-style-type: none"> -writing is messy making it difficult for peer edits -does not fix errors -has many errors in spelling, punctuation, capitalization, and grammar usage -has many spacing challenges -doodles or scribbles on draft -does not complete the second drafting stage

*margins		salutations for letter writing)		
Word Choice: *new vocabulary *interesting language *elicit emotions for persuading or expressing opinions. *descriptive words *writing to inform *voice and variety of expressive language *dictionary use *thesaurus use	-creates vivid images by using adjectives, adverbs, and descriptive language to make writing more exciting -uses precise, accurate and original words properly -uses a variety of word forms, and synonyms - a thesaurus for using richer vocabulary choices and dynamic language that clearly advance the purpose for writing	-experiments with new and different word forms with some success -everyday words used well -attempts to use descriptive words to create images -uses favorite words correctly -uses general or ordinary words in an interesting way -words are used creatively to explain ideas further	-uses basic language -repeats words using many of the same or simple everyday words -does not use a lot of different word forms -words are not very descriptive and don't develop ideas well -writing is two dimensional -uses a few words incorrectly words used correctly but does not enhance writing	-high sight vocabulary words are used excessively -descriptive words are not used (tired words: nice, good, bad etc) -expression of ideas, is vague, lacks clarity or is confusing: - limited range of words - may have little awareness of reader or audience -words are used incorrectly
Sentence Fluency: *sentence variety *new conventions and variety of punctuation, , ; “ *creative sentence structure *complex sentence structures	-has a variety of sentence structures and lengths (ie compound sentences that use transition words, interjections or conjunctions) -has variety of creative and interesting sentence beginnings -all sentences start differently and work with the flow of sentences -consistently uses different sentence forms: questions, exclamations, complex sentences (two or more ideas are grouped together with transition words	-has no run on or rambling sentences -most sentences start differently -most sentences have variation in length and structure -is starting to use different sentence forms: questions, complex (two or more ideas are grouped together with transition words) and compound sentences -sentences flow naturally	-has some improper sentences or incomplete sentences -has some rambling on sentences -has some variation in sentence structure and length -uses a lot of simple sentences -has some variation in sentence beginnings -is beginning to use other sentence types	-writes run on rambling sentences -has no variety in Sentence structure or length -has no variation in sentence beginnings -has no flow in sentences -not all sentences are correct or are incomplete sentences



Student assessment



Teacher assessment